AT Transitions to Group Homes and Supported Work Environments

Includes:

i. Instruction
ii. Related services
iii. Community experiences
iv. Employment
v. Development of employment and other post-school adult living objectives; and
vi. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

High School Transition:

- Based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests;
- A coordinated set of activities for a child with a disability that—
  - Is designed to be within a results-oriented process,
  - Focused on improving the academic and functional achievement of the child with a disability

§300.43 Transition services

Before and After IDEA

IDEA Entitlement

- Required agency identification
- Required child-find
- Requires needs assessment
- Agency documentation

Adult Service Eligibility

- Self-identified needs for service
- Individual self-referral
- Individual must seek support services
- Individual provides documentation
**AT Transition Planning**

1. To ensure continuity of AT use in new environments
2. To enhance independent functioning and self determination in new environments

**Big ideas for today**

- Person Centered Planning
- Overview of group homes and supported living environments
- Overview of sheltered and supported work environments
- Aspects of effective transition preparation for individuals who use AT.
- AT products to support independence

**Age-appropriate Transiton Assessments**

- Transition assessment is “…ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)” (Silltington, Neubert, & Leconte, 1997, p. 70-71).
- “Age appropriate” means a student’s chronological, rather than developmental age (Whemeyer, 2002).

**Example Transiton Assessments**

- Formal Transition Assessment Methods
  - Adaptive Behavior/Daily Living Skills Assessments can help determine the type and amount of assistance
  - General and Specific Aptitude Tests measure a specific skill or ability.
- Interviews and questionnaires can be conducted with a variety of individuals for the purpose of gathering information
- Direct observation of student performance should be conducted within the natural environment,
- Curriculum-based assessments (CBA)
AT Transitions to Group Homes and Supported Employment

Interview The Student

AT Student Interview

- What classes are the hardest or what tasks within classes are the hardest?
- What is the hardest part of taking a test?
- What do you do about these problems?
- Have you seen things that might help you?
- What do you want to ask other team members?
- What do you want to tell other team members?

Person Centered Planning

*If you treat a man as he is, he will remain as he is; if you treat him as he could be, he will become as he could be.*

Goethe

How do we define a desirable future?

**Agency View**
- Residential Services
- Vocational Slots
- Recreation Therapy
- Social Skills Training
- IEPs, IHP, IPP, etc.
- Treatment

**Person Centered View**
- Home
- Career
- Fun, Block Party
- Friends, Relationships
- Person Centered Vision
- Support
Moving to a person centered philosophy.

<table>
<thead>
<tr>
<th>System Centered</th>
<th>Person Centered</th>
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<tbody>
<tr>
<td>• Focus on Labels</td>
<td>• See People First</td>
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<tr>
<td>• Emphasis on Deficits</td>
<td>• Search for Gifts</td>
</tr>
<tr>
<td>• Use of “Tests”</td>
<td>• Spend Time Together</td>
</tr>
<tr>
<td>• Focus on Changing “Negative Behavior”</td>
<td>• Focus on Increasing Positive Experiences</td>
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<tr>
<td>• Focus on Segregated Service Options</td>
<td>• Focus on Valued Roles in the Community</td>
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People who have used Person Centered Planning feel that they are on a journey. In this journey, they develop mental maps based on who they are and what they want for themselves. They find valuable resources from the past and opportunities in the present. They then use these resources to create their maps to the future. Person Centered Planning helps them move on in their journey and keep on track.

Beth Mount

STEPS IN THE PROCESS

• Gathering People Who are Willing to Listen and Help
• Honoring the Past and Describing the Present
• Identifying Interests and Strengths
• Creating a Vision of the Future Based Upon Hopes and Dreams
• Developing an Action Plan
• Working the Plan

Supported Living

People with [developmental] disabilities living where and with whom they want, for as long as they want, with whatever support is necessary to make that choice possible.

(Bellamy & Horner)
Supported Living Definition:
The provision of supports necessary for an adult ... to establish, live in and maintain a household of their choosing in the community. This includes supported living coaching and other supports.
- assistance with locating appropriate housing,
- the acquisition, retention or improvement of skills related to activities of daily living such as personal hygiene and grooming, household chores, meal preparation, shopping, personal finances, and the social and adaptive skills necessary to enable (persons) to reside on their own.”

Supported Living Environments
- Personal/family home with live-in supports
- Independent living with support
- Integrated Apartment Complex
- Supported Apartment Complex
- Adult Foster Homes
- Group Homes
- Care Facility

Group Home Living Environments
- Highly scheduled and many routines
- Goal is excellence in care
- Independence may not be a priority.

Philosophy of supported living
- Individually-designed Supports
- Personal Choice and Control
- Family, Friends, and Community Emphasized
**Oregon CAPS-Cognition & Behavior**

- Adaptation: ■ Assist needed ○ Constant, daily & ongoing assist
- Awareness: ■ Assist needed ○ Ongoing & daily intervention
- Judgment/Decision-Making: ■ Assist needed ○ At least weekly ○ Daily intervention
- Memory: ■ Assist needed ○ Always needs assist
- Orientation: ■ Assist needed ○ Episodic during the week but less than daily ○ Always needs assist
- Danger to Self or Others: ■ Assist needed ○ At least monthly ○ Always needs assist ○ Behavior Care Plan
- Demands on Others: ■ Assist needed ○ Constantly observe ○ Modified only with a 24-hour specialized care setting ○ Behavior Care Plan
- Wandering: ■ Assist needed ○ Inside

**Oregon CAPS-Additional ADLs**

- Dressing
- Grooming
- Housekeeping
- Laundry
- Meal Preparation
- Shopping
- Transportation
- Sleep

**Oregon CAPS Living Supports Needs**

- Mobility
- Ambulation
  - Transfer
  - Eating
- Elimination
- Cognition/Behavior
- Bathing
- Personal Hygiene

**CAPS Overview**

- Holistic Assessment
  - Assessment Wizard
  - Service Planning
  - Client Details

Comprehensive Assessment and Planning System
CAPS = Framing the Question!

What does the individual need to do to develop independence and live in the least restrictive environment? How can AT help?

Supported work Options

- Person owned businesses
- Self-employment
- Traditional work environments
- Supported work environments
- Sheltered workshops

Business Owner-Meet Tim

Self Employment-Meet Jared

http://www.godvine.com/Meet-America-s-Only-Restaurant-Owner-With-Down-Syndrome-2917.html

http://www.youtube.com/watch?v=bYKUxOdUAao
### Philosophy of Supported Work for People with High Support Needs

- Paid employment
- Integrated work settings
- Extensive ongoing support

### Outcomes of Supported Employment and a framework for AT planning

- Earning a paycheck
- Learning work skills
- Interacting with coworkers
- Participating in the community
- Contributing as (tax paying) citizens
- Changing other areas of life

### APSE Quality Indicators

- Meaningful competitive employment in integrated work settings
- Informed choice, control, and satisfaction
- Level and nature of supports
- Employment of individuals with significant disabilities
- Amount of hours worked weekly
- Number of persons from program working regularly
- Well coordinated job retention system
- Employment outcome monitoring and tracking system
- Maximizing integration and community participation
- Employer satisfaction

### Make the Day Matter: Promoting Typical Lifestyles for Adults with Significant Disabilities

- Valued social roles as a way to *days that matter*
- Opportunity to achieve *meaningful daytimes*

*Pamela M. Walker and Patricia Rogan*
**Job Development:**
Here is how it works...

- **ASSESSMENT,** we try out different jobs based on interests and skills
- **JOB DEVELOPMENT,** we look for the best job for you
- **JOB COACH,** helps you to learn your job and gives you support however you need it

Here are the jobs we currently have in the community, what would you like to try?

- Data Entry, Filing, Copying, Shredding
- Retail: Facing Shelves and unpacking inventory
Greenhouse-Recycling Pots

Hotel: Setting Tables

Golf Course-Shagging Balls

Auto Dealer: Detailing Cars
Early Planning

Planning must begin early for selection, acquisition and use of AT so that students with disabilities can have a chance to practice independent AT use and AT self advocacy skills, before they make the transition to adult, supported environments.

Aspects of effective transition preparation for individuals who use AT.

1. Plan for AT Transition
2. Functional AT skills
3. Self Determination/ Self Advocacy skills
Factors Affecting AT System Use

- individual needs and skills
- opportunities
- environmental demands
- attitudes of peers & partners
- support available

Beukelman & Mirenda, 1992

Variables That May Change at Transition

- individual needs and skills
- opportunities
- environmental demands
- attitudes of peers & partners
- support available

Only the individual assistive technology user does not change in the transition

Framing A Useful Question for a New Work Setting

What does the individual need to do to develop independence and work in the least restrictive environment? How can AT help?

Tonya’s AT in High School

- Electric wheelchair.
- Dynavox for communication
- Picture board on her wheelchair tray
- Single-switch scanning for computer operation
Levels Of Participation

Competitive
Active
Involved
None

Beukelman and Mirenda, 1998

With someone in mind...

• What tasks does the person want to do more independently?
• What supports are in place now?
  – Low tech supports?
  – People dependent supports?
• Which require prompting?

1. Plan for AT Transition Your Question

- What is the task?
- In what situations is the task done?
- What is the person’s present performance and level of participation for this task?
- Environmental concerns?
- Are there other considerations?

2. Functional AT Skills

- Is independent in use of AT
- Has practiced, and now knows how to use AT to complete tasks in the group home or work environment.
- Does not require prompting from adults or advocates to use AT
Four Aspects of AT Skills

- Operational skills
- Functional skills
- Strategic skills
- Social skills

Adapted from Janice Light: Journal of AAC, 1989, p. 137-143

Self Determination:

“Acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference.”

Wehmeyer, 1992

Self Determination Skills

- Choice making skills
- Communication skills
- Goal setting skills
- Problem solving skills
- Self evaluation and self-advocacy skills

AT in Supported Work and Living Functional Capabilities

- Increase levels of independence
- Improve quality of life
- Increase productivity
- Enhance performance
- Expand educational/vocational options
- Increase success
- Reduce amount of support needed
AT Products Support Independence

- Memory
- Activities of Daily Living
- Communication with families and friends
- Planning and task completion

Reminder Apps

Forgetful Free ($2.99 upgrade)
Set the date and time you want the reminder to show up – as both text and video. When the reminder comes, hear a chime that continues until you touch it and the video automatically plays.

AT products to support independence in remembering to do tasks.

AT products to support independence in activities of daily living

- Powerlink: adapt small appliances such as frying pans, toaster ovens and electric kettles to automatically switch the power off after a set time.
More ADL Devices
- Automatic Faucet Controls: attach to faucet, activates with hand pressure, stops automatically. Or motion activated
- Remote Locator: attach to commonly misplaced items, push a button on the remote to identify where item is.
  http://www.sticknfind.com/

Memory Picture Phone

Reminder Rosie Voice Output Alarm

Support communication with family and friends.

Facetime

Skype
COGLINK Email software

Portable Impact

AbleLink

Discovery Desktop
Pocket Ace

AT Products to support planning and task completion

iDress for Weather ($1.99)

Looking up the weather and dressing accordingly can help build independence in everyday routines. The app uses the internet to search for local weather conditions and suggests what to wear.

What can you do with your phone?

Blackberry Windows/Android iPhone
WayFinder 3: accessible Garmin or TomTom, and it helps people with intellectual disabilities to travel safely, whether by bus or on foot. The traveler simply taps on the picture of their desired destination and WayFinder 3 takes over from there.

Cognitive Connections Planner

iPrompts Visual Supports

- customized picture schedules
- social stories
- countdown timers
- choice offerings

https://www.activeforever.com/jenda-talking-calendar

http://cognitiveconnectionstherapy.com/Store

https://www.attransitions.com/shop/iPrompts

($39.99)
CanPlan App From CanAssist

Conover Functional Planning System

Cognitopia Picture Planner

Technology to Teach New Work and Living Skills

Top 8 Most Important Soft Skills for Workplace Readiness
Connover Functional Skills Series

Everyday Life

- Mix a cake
- Bake a cake
- Use a Debit card
- Make a deposit

http://www.gcflearnfree.org/everydaylife

Toileting App. Male and female.

In what other ways could AT help your students, improve independence and functional performance as adults?

(Please unmute your line or respond in the chatbox.)
Transition Indicators

Quality Indicators for Assistive Technology
www.qiat.org

QIAT Transition Indicators

- Addresses AT needs
- Student empowered to participate
- Advocacy recognized as critical
- AT requirements in receiving environment
- Individualized Timeline
- Equipment, training, and funding issues

QIAT Common Transition Errors

1. Lack of focus on self-determination, and self-advocacy
2. Lack of adequate long range planning
3. Inadequate communication and coordination.
4. Failure to address funding responsibility.
5. Inadequate evaluation (documentation, data, communication, valued across settings) process.
6. Philosophical differences between sending and receiving environments.

Elements of Effective AT Transition

- Advocates and self-advocacy for AT use
- Consumer support for devices AND services
- Employer and group home collaboration and support in planning for AT use
- Specific planning for supported living and supported work environments
**Implications for Educators**

- Competent AT implementation in school does not necessarily carry over to new environments.
- There are specific skills at every age that can be learned for AT transitions.
- The student’s Coordinated Set of Activities should include a focus on assistive technology use.